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ABSTRACT

The standards presented in this document are used to evaluate the educational and recreational programs of the United States Fish and Wildlife Service (FWS). These standards are grouped into the FWS interpretation and recreation (I&R) program areas of outdoor classrooms, interpretation, recreation, program information, and dedicated areas. Each standard is followed by a list of questions (evaluation criteria) which allow a "yes," "no," or "not applicable" answer. These questions address: (1) whether FWS policies and priorities are observed; (2) whether accepted planning procedures are followed; (3) whether educational programs are conducive to learning; and (4) whether recreational activities are likely to produce enjoyable experiences. In addition, the overall program goal, target audience, and program objective are provided for each program area. A glossary of terms is included. (JN)

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education and recreation standards:

I & R Programs

- ☑ outdoor classrooms
- ☑ interpretation
- ☑ recreation
- ☑ program information
- ☑ dedicated areas

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WHY STANDARDS?

Most everyone wants feedback on how they are performing: Am I doing what I'm supposed to be doing? Am I in compliance with Service policy? How do we compare with other field stations with similar budgets or staff? . . . and so on.

The comparison between a standard and a performance level is a simple means of evaluation. The standard may address and evaluate program "inputs" (such as the quality of the planning process, staff preparation, adequacy of facilities or equipment); implementation or delivery of program plans and objectives; or the "outputs" or results of a program. Because the evaluation may reveal strengths and weaknesses in a program, it may become a self-help tool to improve efforts in planning or delivering Interpretation and Recreation (I & R) programs.

The standards in this booklet are broadly written and by themselves could not adequately evaluate an I & R Program. However, the questions accompanying each standard suggest some of the ways the standard could be applied. These criteria are not intended to define every aspect of what an I & R Program should be; however, they are based on what many experts in the respective fields agree are characteristics of superior interpretive, educational, or recreational programs. The questions address a station's adherence to Fish and Wildlife Service (FWS) policies, procedures, and priorities; evaluate the effectiveness of planning and public information; and investigate some of the components of a high quality education or recreation experience.

PROCEDURE:

The standards and criteria are grouped into the I & R Program areas of Outdoor Classrooms, Interpretation, Recreation, Program Information, and Dedicated Areas. Generally questions covering safety factors and effects of visitor use on the resource are covered in sections II and III of Recreation; however, they could be applied to Outdoor Classrooms and Interpretation as well. If your station does not work plan for a particular program area, you need not respond to that section.

For program areas that apply to your station, read the standard and explanations and then read the questions. Some questions are further clarified in the right hand column and these statements should be read in conjunction with the questions. Then respond to the question in one of three ways:

(1) "YES--this is true at our field station and if necessary we could give supporting evidence"; or

(2) "NO--this is not the case here." Use a "no" response when the station offers a particular program or activity, but does not do what is described in the question.

(3) "NA--not applicable." Some criteria may not (or should not) apply to a program at your station. For example, suppose a station does not have wildlife/wildlands observation trails; the correct response to a question like, "Do wildlife/wildlands observation trails go through areas that show a variety of wildlife and habitats?" is "NA" rather than "no." A "NA" response will not affect the total evaluation of an I & R Program.

You may wish to write additional comments to clarify a response.

A self help training handbook is being prepared to aid in the planning and delivery of I & R programs. The handbook, to be used with the standards, will explain the rationale for the standard/questions and identify resources for additional study and suggestions for bringing the program into compliance with applicable standards.

WHO SHOULD DO THE EVALUATION?

The questionnaire may be compieted by the Outdoor Recreation Planner (ORP) (or whoever has responsibility for educational or recreational program areas) and used as a self-help tool to improve the I & R Program. Station managers, in some cases, will do the evaluation. The respondent must be familiar with day-to-day operations as well as the planning and objective-setting process for I & R. Field testing revealed one potentially beneficial use of the standards: for station manager and the ORP to work through the questions together, with the ORP supplying additional information to various criteria and explaining why a "no" response is necessary, and what changes would have to occur to respond "yes" . . . and so on. Both individuals will have a better understanding for each other's problems in management, planning, programming, or whatever.

GLOSSARY

A glossary of terms is included at the end of the booklet. The definitions are from U.S. Fish and Wildlife Service documents.

Outdoor Classrooms

GOAL	● To help develop ecological understanding and public responsibility for continuing the conservation and improvement of fish and wildlife and their environments
AUDIENCE	● Students; structured education; also 4-H, scouts, etc.
PROGRAM OBJECTIVE	● Give students opportunities to investigate the environment and existing environmental problems

STANDARD I.A.
All Outdoor Classroom activities should incorporate Fish and Wildlife Service (FWS) policies and address FWS priorities in education and resource management.

--explanation--
Management guidelines and policies should be followed in conducting all educational activities of I & R including priorities in resource concepts to be emphasized, research needs, and procedures for program approval. This will help insure consistency among I & R Programs at various FWS field stations and help integrate the objectives of I & R with all other Program objectives. The Service can better achieve its objectives when consistent policies and procedures are followed at all field stations. Focusing on problems identified as Service priorities will help avoid using limited education dollars on projects with unknown impacts on FWS responsibilities.

		YES	NO	NA
Planning				
I.A.1.	Does this station offer any Outdoor Classroom activities? If the answer to I.A.1. was "no," proceed to section II, Interpretation.			
I.A.2.	Has an I & R (or master) plan been written and submitted for the station that includes a section on Outdoor Classrooms?			
I.A.3.	Is the Outdoor Classrooms section of the I & R (or master) plan reviewed and updated (if needed) on an annual basis?			
I.A.4.	Is an annual plan of work prepared for Outdoor Classrooms?			
I.A.5.	Have FWS policies affecting educational activities been analyzed and incorporated into procedures for providing Outdoor Classroom programs?			
I.A.6.	Have cultural and natural resources with potential for outdoor classrooms been identified in the I & R (or master) plan?			
I.A.7.	Have Outdoor Classroom sites been identified on a detailed station map?			
I.A.8.	Have potential sites for Outdoor Classrooms been appraised in the I & R (or master) plan?			
I.A.9.	Have learning materials that are available for Outdoor Classrooms been catalogued?			
I.A.10.	Have resources used by FWS staff in preparing for Outdoor Classrooms been inventoried and catalogued?			
Using FWS Resources				
I.A.11.	Do natural resource concepts presented in Outdoor Classrooms emphasize resource concepts important to FWS or the natural resources of the site?			
I.A.12.	Do cultural resource concepts presented in Outdoor Classrooms emphasize management problems or cultural history concepts of the area?			
I.A.13.	Do Outdoor Classroom sites provide representative samples of station resource concepts or problems?			

Criteria I.A.2-10 address some of the components of long and short range planning as it relates to overall station management and ultimately Service-wide goals. A well-designed I & R plan defines specific Program resources, limitations, policies, goals, and how the Program will be implemented. The plan should also include a strategy for evaluating the effectiveness of both the plan and the Program.

FWS does not provide Outdoor Classrooms merely to provide education for the public. Learning experiences should ultimately benefit fish and wildlife and their (our) environment. These experiences must be directed to the most critical problems of the station resource and/or FWS (see criteria 11-18).

Cultural resource concepts (I.A.12.) include beliefs, social forms, and material traits of racial, religious, or social groups. May cover topics as diverse as farming practices and political parties. Cultural resources should be identified in station inventories.

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	YES	NO	NA
I.A.14. Are resource problems important to FWS given high priority in planning the content of learning activities for outdoor classrooms?			
I.A.15. Are resource problems important to FWS or the station given high priority in planning the content of teacher workshops in environmental education?			
I.A.16. Was the impact on the station environment considered in the choice of activities and sites for Outdoor Classrooms?			
I.A.17. Has the staff determined whether station environmental education (EE) activities duplicate EE efforts of other agencies in the vicinity?			
I.A.18. Do station I & R staff predominantly coordinate and monitor, rather than teach, Outdoor Classroom sessions?			
Evaluation			
Are activities and lesson plans of Outdoor Classroom sessions (involving FWS staff) reviewed and are records kept of:			
I.A.19. --sub-themes and objectives of Outdoor Classroom activities?			
I.A.20. --resource concepts addressed in Outdoor Classroom activities?			
I.A.21. --percent of staff time devoted to Outdoor Classroom activities?			
I.A.22. --effectiveness of teaching methods and aids used (by FWS staff) in Outdoor Classroom activities?			
Is the Outdoor Classroom program evaluated on an annual basis according to objectives in the I & R (or master) plan and recommendations made for:			
I.A.23. --new study topics?			
I.A.24. --staff additions or changes?			
I.A.25. --staff training needs?			
I.A.26. --audience research/ surveys needed, either formal or informal?			
I.A.27. --priorities in adding new activities?			
I.A.28. --additions or changes in facilities or equipment?			
I.A.29. Are conditions of sites, facilities, and equipment used for Outdoor Classrooms regularly inspected?			
I.A.30. Have media and resources used in Outdoor Classrooms been assessed to determine if these are based on accurate information, both in terms of content and technique?			

I.A.16. Any use of the resource affects it. Merely observing an organism may disturb it or its surroundings and alter natural conditions to some degree. Management must determine the acceptable limits of environmental impact and whether the benefits gained from the educational experience are worth the tradeoffs.

I.A.17. Staff should know what other agencies are doing in EE. If the station is doing some of the same things, the staff should determine whether or not the FWS is best served by this duplication.

I.A.18. FWS staff should be teaching teachers, not students. This does not mean that FWS staff never step into the classroom; however, you receive the most impact by helping teachers do a better job of teaching environmentally.

I.A.23-28. Certainly some of the items on this list (e.g. #28) need to be checked more frequently than annually. Sometime--preferably on a regular schedule--the program from the previous year should be critiqued and "wish lists" drawn up for new programming ideas, new audiovisuals, new equipment, and so on.

I.A.30. Do you know whether the information in films, books, pictures, etc. is accurate? Do you know whether the teaching techniques used in Outdoor Classroom activities are good learning methods? If no one on the staff is qualified to make these assessments, invite someone from the area or regional office to review materials or enlist the help of a professional in education in the area.

STANDARD I.B.
All educational activities in Outdoor Classrooms should be based on sound learning theory.

--explanation--
Learning may result from many different methods of instruction and no single method will succeed in all situations. In fact, varying methods may be a good teaching technique in itself. However, some general statements describe conditions that will facilitate learning: (1) All learning is based on past learning; (2) We learn best in real situations that actively involve us physically and mentally; (3) We will not--cannot--learn in situations we perceive as being personally threatening; (4) We learn what we need to know in order to function in our worlds. The more challenges and new experiences that are encountered, the more we will learn. With this in mind FWS staff can greatly influence the quality and variety of experiences that the station site itself makes possible.

	YES	NO	NA
Setting Objectives			
I.B.1. Are objectives written for outdoor classroom sessions or activities?			
I.B.2. Are the objectives measurable?			
I.B.3. Are the steps for accomplishing each objective identified in a written lesson or activity plan?			
Audience Identification			
Have the following characteristics of participants in Outdoor Classrooms been identified and incorporated into teaching techniques or content chosen for Outdoor Classroom activities:			
I.B.4. --numbers of participants in different age groups?			
I.B.5. --types of audience grouping (class, science club, etc.)?			
I.B.6. --the subject areas represented by participating classes or workshop (e.g. art, English, science, history)?			
I.B.7. --the educational levels of the group?			
I.B.8. --the environmental awareness of class members or workshop participants?			
I.B.9. --physical or mental limitations of participants?			
I.B.10. --geographical origin of the group/class?			
I.B.11. --amount of time participants spend on site?			
I.B.12. --the amount of use (service-provided) environmental education materials have received by teachers and other professionals in education?			
I.B.13. Is the staff familiar with the type and scope of EE in the public schools in the area?			

Criteria B. 1-3 relate to writing objectives for Outdoor Classrooms. Objectives are concise statements of what is to be accomplished. You must specify your goals before you can decide the teaching technique or strategy to use. Specific objectives for each function of the I & R Program should be a blend of information about I & R philosophy, FWS policy, resources of the station, and the anticipated user. Objectives at the presentation level should be stated in performance or operational terms that permit evaluation. The leader must have a way to assess when or if the learning activity has been successful.

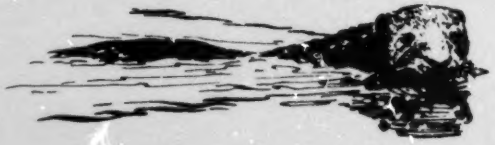
Criteria B. 4-13 relate to the concept of understanding the audience and then preparing activities to relate to that audience. Learning is facilitated by making the subject matter relevant to the purposes of the learner. All learning is based on past learning. We remember what we perceive as being useful to meeting our present or future needs and forget what we don't need. Needs are unique to each individual and to a time and place. Therefore the leader must know something about the audience to be able to relate to the audience and to involve them. Materials can be made meaningful both in terms of meeting the needs and purposes of the learner and building on what the individual already knows.

Target audiences should have been identified in the I & R planning process. General information on probable interests, awareness levels, and needs of individual audiences may be gleaned from the analysis of surveys and inventories and the "best guesses" of the leader. The leader should continually try to know each audience and seek feedback on their responses to presentations, activities, and media.

	YES	NO	NA
Relating Program to Audience			
I.B.14. Do learning activities or study topics recommended to Outdoor Classroom groups relate to their backgrounds and interests?			
I.B.15. Prior to EE workshops, does the FWS staff person determine the educational backgrounds or interests of the participants?			
I.B.16. Are the examples, terminology, and comparisons used in workshop presentations within the probable vocabulary and experience of the class members?			
I.B.17. Are teachers or group leaders oriented to the site, possible activities, and potential problems prior to an Outdoor Classroom session?			
I.B.18. Has the staff developed a list of items that are available on loan for teachers to use in Outdoor Classrooms (audiovisuals, lesson plans, equipment, etc.)?			
I.B.19. Is the historical perspective of current and potential resource problems a part of environmental education learning materials or activities used at the station?			
I.B.20. Are environmental education learning materials available in a progression of levels from awareness of environmental concepts to development of skills necessary for active problem solving?			
Are learning materials or activities available that:			
I.B.21. --identify and analyze attitudes and actions that have helped create resource problems in the area?			
I.B.22. --help students explore possible action they could take toward solving environmental problems?			
I.B.23. --identify and analyze the values involved in resource management decisions at the station?			
Are learning materials, activities, or lesson plans available that help students practice the following problem-solving skills:			
I.B.24. --identification of environmental problems at the station?			
I.B.25. --collection of information about the field station environment?			
I.B.26. --analysis of information collected at the field station?			
I.B.27. --identification of alternate solutions to station environmental problems?			
I.B.28. --evaluation of possible effects of each alternative?			

Criteria I.B.14-41 relate to the "reality principle." We learn best in real life and the best learning environments are real--with real objects, problems, and situations. Real situations direct all of one's senses to the subject at hand: the brain receives input from movement, hearing, seeing, smelling, touching, or tasting. When all senses can't be directly involved, the next best choice is to involve the imagination in creating a real, problematic situation that is vital and relevant to the individual.

I.B.23. Value analysis is a touchy subject, but one which is essential to environmental education. By drawing attention to the values implicit in decisions made by the Service rather than a particular individual, you address the issue without offending your audience.



	YES	NO	NA
I.B.29. Are specific examples of environmentally oriented learning materials displayed and explained to the teachers in EE workshops?			
Involving the Audience			
I.B.30. Do Outdoor Classroom learning activities involve students as active participants rather than spectators?			
I.B.31. Do Outdoor Classroom learning activities involve the individual with the environment?			
I.B.32. Is diverse sensory involvement a criterion for selecting learning activities for Outdoor Classrooms?			
I.B.33. Do teacher training workshops in EE bring teachers into direct involvement with the environment being studied?			
I.B.34. Are suggestions for action-oriented learning activities available for teachers to use in Outdoor Classrooms?			
I.B.35. In teacher workshops is assistance offered in how to actively involve students with the environment?			
I.B.36. Are lesson plans or class activities available that involve subject matter from at least three disciplines (including one from the humanities)?			
I.B.37. Is attendance in teacher EE workshops encouraged for teachers in all subject areas?			
I.B.38. Do teacher training workshops in EE deal with necessary basic science without being dominated by the sciences?			
I.B.39. Is one objective of teacher workshops to show how any subject can be taught "environmentally"?			
I.B.40. Do promotional media for EE workshops stress the fact that teachers need not become specialists in order to teach environmentally?			
I.B.41. Do EE activities stress a "problem-oriented" approach rather than a "subject-matter" approach?			
Creating Non-threatening Environments			
I.B.42. Are service-provided learning materials free of religious, cultural, sexual, or ethnic biases?			
I.B.43. Is hunting (or any other physically threatening activity) excluded from areas used for outdoor classrooms?			
I.B.44. Are teachers or other leaders using outdoor classroom sites warned of any potential safety hazards?			
I.B.45. Are Outdoor Classroom sites and facilities designed and maintained to insure visitor safety?			
I.B.46. Are Outdoor Classroom learning activities structured to provide participants with some degree of success?			

I.B.36-40. Real world environments are not divided into separate subject areas such as math, science, art, and history. Environmental educators stress that education for the whole world must also draw on all disciplines; environmental education is both multi-disciplinary and interdisciplinary.

I.B.38. EE is more than a study of science in the outdoors. It should stress a "whole world" concept which involves aesthetics, attitudes, feelings, as well as the history and politics resulting from those attitudes.

The learning environment must be free from threat. Many learning theorists have observed the detrimental results of threatening situations on the learning process; more recently neuroscientists have described the physiological reactions in the brain that explain why learning cannot occur under threatening conditions. Threat involves more than the fear of physical harm. Experiences that cause the person to feel inadequate generate the expectation of threat. Punishment, ridicule, or chastisement may also be perceived as threatening to the self. An atmosphere of acceptance of individuals—their mistakes, inconsistencies, inadequacies as well as their more positive attributes—will allow learning to occur. Without this atmosphere, no method of instruction can be successful. Criteria I.B.42-46 address this concern.

I.B.46. Learning is nurtured by success. The expected behavior for a particular learning activity should not be beyond the capacity of the individual to accomplish with some degree of success.

Interpretation

GOAL	• To help develop ecological understanding and public responsibility for contiruing the conservation and improvement of fish and wildlife and their environments
AUDIENCE	• Recreational visitor
PROGRAM OBJECTIVE	• Better inform the public about the environment and an individual's role in it. Occurs on or off-site

STANDARD II.A.
All interpretive activities of the field station should incorporate Fish & Wildlife Service policies and address FWS priorities in education and resource management.

--explanation--
Management guidelines and policies should be followed in conducting all educational activities in I & R including priorities in resource concepts to be emphasized, personnel policies, research needs, and procedures for program approval. This will help insure consistency among I & R Programs at the field station level and help integrate the objectives of I & R with all other Program objectives. The Service can better achieve its goals when consistent policies and procedures are followed at all field station. Focusing on problems identified as Service priorities will help avoid using limited education dollars on projects with unknown impacts on FWS responsibilities.

	YES	NO	NA
Planning			
II.A.1. Does this station provide interpretive media or facilities for visitors? If the answer to II.A.1. was "no," proceed to section III, Recreation.			
II.A.2. Has an I & R (or master) plan been completed for your station that includes a section on Interpretation?			
II.A.3. Is the Interpretation section of the I & R (or master) plan reviewed and updated (if necessary) annually?			
II.A.4. Have FWS policies affecting I & R programs been analyzed and incorporated into procedures for delivering interpretive services?			
II.A.5. Have resources used in preparing interpretive presentations and media been inventoried and a bibliography prepared?			
II.A.6. Have cultural and natural resources with potential for interpretation been identified in the I & R (or master) plan?			
Evaluation			
Are Interpretive activities and media reviewed and are records kept of:			
II.A.7. --themes and objectives addressed in the last year?			
II.A.8. --resource concepts addressed in the last year?			
II.A.9. --interpretive techniques used?			
II.A.10. --effectiveness of interpretive techniques chosen to interpret various concepts?			
II.A.11. --audience evaluation of interpretive activities (either formal or informal)?			
II.A.12. --staff available for interpretation (full or part-time or volunteer) including hours and expertise?			
II.A.13. --schedules of interpretive activities?			

Criteria II.A.2-27 address some of the components of long and short range planning. All field stations should have an I & R plan that defines specific Program resources, limitations, policies, goals, and objectives, and how the Program will be fully developed and implemented. The plan should also include a strategy for evaluating the effectiveness of both the plan and the Program.

The plan should be developed as a cooperative effort by qualified staff, the concerned public, and management. Each phase of field station operations contributes to the attainment of field station goals. No individual Program can fully attain its goals without the coordinated support of all field station functions.

	YES	NO	NA
II.A.14. —interpretive media available at the station?			
II.A.15. —types of self-guided (media-guided) interpretive activities?			
II.A.16. —available facilities, and equipment (FWS and concession)?			
Is the Interpretive program evaluated on an annual basis according to objectives in the I & R (or master) plan and recommendations made for:			
II.A.17. – new Program areas?			
II.A.18. —staff additions or changes (full-time, part-time, volunteer)?			
II.A.19. —staff training needs (full-time, part-time, volunteer)?			
II.A.20. – research needed on audience characteristics?			
II.A.21. —priorities in adding new activities?			
II.A.22. —additions or changes in media?			
II.A.23. —additions or changes in facilities or equipment?			
II.A.24. Are interpretive exhibits and signs inspected regularily to determine if these are in good condition?			
II.A.25. Has the content of all media and presentations been assessed to determine if these are based on accurate information?			
II.A.26. In the last year were all scheduled interpretive activities conducted as scheduled?			
II.A.27. Are interpretive tours, demonstrations, and presentations (by FWS staff or concessionaires) regularily critiqued by supervisory personnel during the visitor season?			
Using FWS Resources			
II.A.28. Are resource concepts important to FWS and the station given high priority in planning the content of interpretive presentations and media?			
II.A.29. Are interpretive activities supportive of management plans to solve station or area resource problems?			
Has the staff considered how Interpretive activities could help solve management problems in:			
II.A.30. —crowd control?			
II.A.31. – law enforcement?			
II.A.32. —litter?			
II.A.33. —vandalism?			
II.A.34. —pollution?			

In other words, is the content of interpretive presentations or media focused on the problems of fish and wildlife? A FWS policy level objective for Outdoor Classrooms, Interpretation, and Educational Assistance is to promote on Service lands programs which (1) broaden public awareness of and appreciation for the natural environment; and (2) foster maintenance and improvement of wildlife and their habitats. Criteria II.A.28-37 relate to this concept.

YES	NO	NA

II.A.35. --habitat problems?

II.A.36 --over-use of an area?

II.A.37. Was the impact on the field station environment considered in the choice of interpretive media and sites?

Any use of the resource affects it. Merely observing an organism may disturb it or its surroundings and alter natural conditions to some degree. Management must determine the acceptable limits of environmental impact and whether the benefits gained from the educational experience are worth the tradeoffs.

STANDARD II.B.
All interpretive activities should be based on learning theory and incorporate the principles of interpretation.

—explanation—
Interpretation is based on how learning occurs and the generally accepted principles of interpretation from Freeman Tilden are compatible with much of present day learning theory. Unlike formal education, which has a relatively captive audience, visitors to field stations choose to participate in interpretive sessions voluntarily. If they don't enjoy the experience they will probably leave early and not return. A number of factors are involved: the visitor must feel at ease; the experience must be intrinsically rewarding; and the message must be readily understood. Creating these types of experiences requires creativity and careful planning.

	YES	NO	NA
Setting Objectives			
II.B.1. Are objectives written for each staff-led interpretive presentation, guided tour, or demonstration?			
II.B.2. Do the above objectives state or include an expected outcome for each activity?			
II.B.3. Are objectives written for each self-directed (media directed) interpretive exhibit, guided tour, or other activity?			
II.B.4. Do the above objectives state or include an expected outcome for each activity?			
II.B.5. Are the objectives measurable?			
II.B.6. Are the steps for accomplishing each objective identified in a written lesson or activity plan?			
Audience Identification			
Have the following characteristics of the audience been identified and incorporated into the content or interpretive technique chosen for interpretation:			
II.B.7. —amount of time spent on site?			
II.B.8. —type of visiting group (families, couples, etc.)?			
II.B.9. —average age and education level?			
II.B.10. —frequency of visits?			
II.B.11. —whether most visitors are local people or tourists?			
II.B.12. —predominant foreign language?			
II.B.13. —reasons for visiting field station?			
II.B.14. —physical or mental limitations?			
II.B.15. —interpretive activities pursued?			
II.B.16. Are informal measurements taken of the audience's attention to interpretive presentations or their retention of concepts presented?			

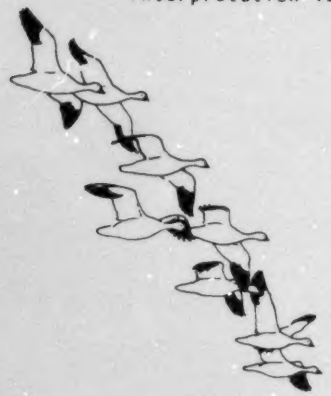
Setting objectives (II.B.1-6) is both a necessary part of the planning process and instruction. You must specify what you are trying to accomplish before you can decide the interpretive techniques and strategies to use. Objectives at the presentation level should be stated in performance or operational terms that permit evaluation. The leader must have a way to assess when or if the activity or presentation has been successful.

Criteria II.B.7-16 relate to identifying the audience and criteria 17 through 35 address the task of developing activities to meet the needs/characteristics of that audience. Most individuals will not enjoy—or learn from—an interpretive presentation or activity that is not relevant to their needs, interests, and backgrounds. Therefore, the leader must know something about the audience to be able to relate to the audience and to involve them. Materials can be made meaningful both in terms of meeting the needs and purposes of the learner and by building on what the individual already knows.

Target audiences should have been identified in the I & R or master plan. This should be reviewed yearly. General information on probable interests, ability levels, and needs of individual audiences may be gleaned from the analysis of surveys and inventories and the "best guess" of the planner. The leader should continually try to know each audience and seek feedback on their responses to presentations, activities and media.

Relating Program to Audience

		YES	NO	NA
II.B.17.	Are the terminology, examples, and comparisons used in interpretive media within the probable vocabulary and experience of the visitor?			
II.B.18.	Are the terminology, examples, and comparisons used in interpretive presentations within the probable vocabulary and experience of the visitor?			
	Are interpretive media available for several different audiences such as:			
II.B.19.	—pre-school children?			
II.B.20.	—elementary age children?			
II.B.21.	—youth?			
II.B.22.	—family groups?			
II.B.23.	—adults?			
II.B.24.	—older adults?			
II.B.25.	Do FWS personnel keep lists of relevant questions asked by station visitors?			
II.B.26.	Are visitors' questions used in improving interpretive media or guided activities?			
II.B.27.	Are interpretive activities scheduled at times convenient to station users?			
II.B.28.	Are visitors encouraged to offer comments and suggestions concerning interpretive activities?			
II.B.29.	Are some exhibits changed seasonally to interpret changes in fish/wildlife populations or habitats?			
II.B.30.	Are interpretive opportunities rotated within season (to interest repeat visitors) as well as season to season?			
II.B.31.	Are some interpretive activities designed for a local audience?			
II.B.32.	Are interpretive tours or activities available for visitors with physical limitations?			
II.B.33.	Are interpretive media or activities available for the non-sighted?			
II.B.34.	Are interpretive media or activities available for individuals with hearing impairments?			
II.B.35.	Are any staff able to speak the predominant foreign language of station visitors?			



II.B.24. Research has shown that retired adults participate in and enjoy in-depth studies of wildlife/wildlands. They normally have more time to spend visiting the field station and many use the time to learn more about their environment.

Only five to ten percent of the non-sighted read Braille; cassette tape players or raised letters on signs may be a better communication method.

	YES	NO	NA
Presenting Whole Concepts			
II.B.36. Are interpretive brochures written to convey relative concepts rather than strictly facts?			
II.B.37. Is one main theme expressed in each interpretive brochure?			
II.B.38. Is one main theme expressed in each interpretive exhibit or display?			
II.B.39. Is one main theme expressed in each interpretive presentation?			
Involving the Audience			
II.B.40. Do interpretive activities involve visitors as participants rather than spectators?			
II.B.41. Do interpretive activities involve the visitor with the field station environment?			
II.B.42. Are the cultural themes used in interpretive media or presentations representative of significant cultural characteristics of the site or area?			
II.B.43. Are the natural resource themes used in interpretive media or presentations representative of significant or critical natural resource characteristics of the station?			
II.B.44. Is the historical perspective of current or potential resource problems presented in some interpretive media or presentations?			
II.B.45. Do any interpretive materials address the role individuals can play in resource management?			
II.B.46. Do criteria for site selection (trails, viewing areas, blinds, and so on) include the greatest possible diversity of visual, tactile, and auditory experiences?			
II.B.47. Are brochures prepared without long blocks of continuous text?			
II.B.48. Are interpretive brochures or other media written to motivate the audience to actively investigate the subject being described?			
II.B.49. Do interpretive media or presentations attempt to involve the audience using senses beyond sight?			
II.B.50. The FWS enforces many rules that restrict use of and protect the resource; are the reasons for these rules interpreted to the public in a variety of ways?			

Criteria 36-39 question whether a theme approach is used in preparing interpretive activities. Interpretation presents whole concepts, not just bits and pieces of information. It attempts to establish a framework on to which the learner can attach the details that create a more complete picture.

Criteria II B.40-50 question whether interpretive activities relate to the whole person: the whole physical, emotional, creative thinking person and all his or her senses. The best learning environments involve real objects, problems, and situations. When all senses cannot be directly involved, the next best choice is to involve the imagination in creating a real, problematic situation that is vital and relevant to the individual. The leader must provoke the interest of visitors.

This criterion (I.B.42.) and the one following are based on both learning theory and FWS policy. The best learning environments are real ones--the station itself. It is also FWS policy to focus on the problems relating to fish and wildlife and their habitats--especially those on the station itself.

II.B.44-45. Some interpretive activities should go beyond an awareness of resource concepts and relate to how one's behavior affects wildlife and habitats.

I.B.47. We notice (and learn from) the unusual, the unexpected, the part that is different from the whole. Long blocks of print are visually boring and will not be read by most visitors. Attractive, unusual, innovative brochures and exhibits are much more effective.

Creating Non-threatening Environments

	YES	NO	NA
II.B.51. Are safety hazards identified in interpretive media or presentations?			
II.B.52. Is hunting (or any other physically threatening activity) excluded from areas used for interpretive trails or other interpretive sites?			
II.B.53. Is the content of all interpretive presentations and media regularly monitored to insure that these are free of sexual, religious, cultural, or ethnic biases?			
II.B.54. Do FWS staff encourage visitors to ask questions during presentations?			
II.B.55. Do FWS staff correct erroneous answers or responses from audience members without causing them embarrassment?			

II.B.51-55 address the importance of creating an environment conducive to learning. The learning environment must be free from threat. Many learning theorists have observed the detrimental results of threatening situations on the learning process; more recently neuroscientists have described the physiological reactions in the brain that explain why learning cannot occur under threatening conditions. Threat involves more than the fear of physical harm. Experiences that cause the person to feel inadequate generate the expectation of threat. Punishment, ridicule, and chastisement may also be perceived as threatening to the self. An atmosphere of acceptance of individuals-their mistakes, inconsistencies, inadequacies as well as their more positive attributes--will allow learning to occur. Without this atmosphere, no method of instruction can be successful.

Recreation

GOAL	● Provide compatible recreation on Service lands where adequate funding exists and a need has been documented
AUDIENCE	● General visiting public
PROGRAM OBJECTIVE	● Support leisure activities that require fish and wildlife presence or use of wildlands

Standard III.A.
All recreational activities should be conducted in accordance with management plans for protection of the station resource, FWS policies, and FWS priorities for recreation.

—explanation—
Management guidelines and policies should be followed in conducting all recreational programs including priorities in resource concepts, personnel, research needs, carrying capacities, and procedures for program approvai. This will insure the protection of the resource, enhance service goals and create consistency among I & R programs at the field station level.

	YES	NO	NA
Planning			
III.A.1. Are recreational opportunities offered to the public?			
If the answer to II.A.1. was "no," proceed to section IV, Program Information.			
III.A.2. Have objectives for recreation been written?			
III.A.3. Has an I & R (or master) plan been written for the station that includes a section on Recreation?			
If the answer to III.A.3 was "no," proceed to III.A.10.			
III.A.4. Is the recreation part of the I & R plan updated as part of the annual work planning process?			
Does the Recreation Plan incorporate:			
III.A.5. --FWS policies affecting recreation?			
III.A.6. --FWS priorities in recreation?			
Does the Recreation Plan analyze:			
III.A.7. --sites with potential for recreation?			
III.A.8. --how recreation may affect sensitive areas and rare environments?			
III.A.9. --cooperative agreements for recreation with other agencies?			
III.A.10. Are continued effort and information provided to encourage concessionnaires to aid in recreation programming at the station?			
III.A.11. If FWS recreational opportunities duplicate those offered by other agencies in the vicinity, is the duplication justified in writing?			
Protecting the Resource			
III.A.12. Have areas where deterioration of the resource has occurred because of recreational activities been assessed and monitored?			
III.A.13. Are the effects of non-wildlife oriented recreation being monitored where a potential conflict with wildlife has been identified?			
III.A.14. Have the effects of vandalism been identified and damage assessed in written reports?			

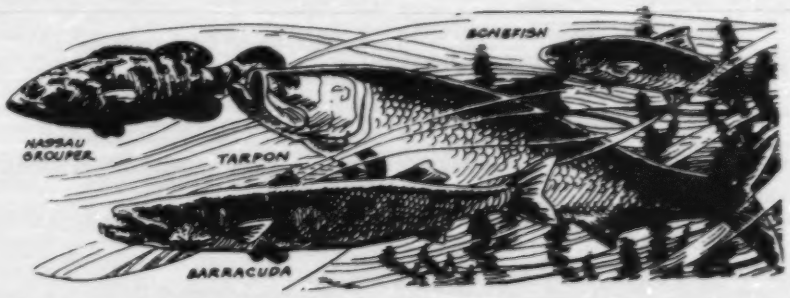
Criteria III.A.2-29 address some of the components of planning. All field stations should have an I & R plan that defines specific Program resources, limitations, policies, goals, and objectives, and how the Program will be fully developed and implemented. The plan should also include a strategy for evaluating the effectiveness of both the plan and the Program.

	YES	NO	NA
III.A.15. Have historical consumptive uses of the resource (e.g.hunting, fishing, etc.) been identified and appropriate controls enforced?			
III.A.16. Are identified recreation-use problems addressed in educational/interpretive materials?			
Has the use capacity of the following facilities/areas been identified:			
III.A.17. —picnic areas?			
III.A.18. —camping areas?			
III.A.19. —trails?			
III.A.20. —boating areas?			
III.A.21. —swimming areas?			
III.A.22. —wilderness areas?			
III.A.23. —fishing sites?			
III.A.24. —hunting areas?			
III.A.25. —visitor center?			
III.A.26. Is the user capacity of the above facilities/areas enforced through regulations or physical/psychological barriers?			
III.A.27. Has assistance or cooperation been sought from other agencies or organizations to meet demands for recreation on a regional basis?			
III.A.28. Do recreational activities promote the station resources?			
III.A.29. Is hunting conducted in accordance with the station management plan?			

III.A.15. deals with use trends at the site. This question may apply more to newly established stations than to those with a long existence. If station management conflicts with former uses of the site, you may encounter public relations or management problems that could be handled through educational or interpretive means.

III.A.17-25. Use capacity is determined through an analysis of several factors including physical as well as psychological conditions. Resource management objectives, physical condition and attributes of the site, and quality of recreational experience of the visitor must all be considered in determining carrying capacity.

III.A.26. Physical barriers may include such things as limiting the number of parking spaces at a viewing area or trail head or leaving streams unbridged near the trail head; psychological barriers would be such techniques as decreasing maintenance of trails, especially at the beginning, or downplaying the description of the attractiveness of an area in its brochure.



STANDARD III.B.
A variety of wildlife/wildlands-oriented recreational opportunities should be offered to station visitors.

—explanation—

Everyone has a personal idea of what is a "quality recreational experience." To maintain this choice, the greatest possible variety of opportunities must be present.

Many people think of recreation as an activity pursued during free time. However, the consensus among psychologists and researchers studying the recreation experience is that recreation is a state of mind. It is not restricted to physical activity or a particular time period but rather depends on the particular needs of an individual. Anything from thinking to sky-diving can be recreational. An essential criterion is that the individual be able to freely choose to participate.

Recreational opportunities at field stations should capitalize on the wildlife resources of the site. These experiences may create an awareness of wildlife and habitat concerns that may lead to greater interest and involvement in educational activities on and off the station.

	YES	NO	NA
Audience Identification			
Have the following characteristics of recreational visitors been identified and incorporated into plans for recreation on the station:			
III.B.1. —age?			
III.B.2. —residence?			
III.B.3. —frequency of visits?			
III.B.4. —types of social grouping (family, single, etc.)?			
III.B.5. —reasons for visiting station and activities pursued?			
III.B.6. —time spent pursuing various activities?			
III.B.7. —evaluation of their experience at the station?			
Developing Programs for the Audience			
III.B.8. Are both scheduled and self-directed activities offered?			
III.B.9. Are recreational facilities and sites accessible?			
III.B.10. When it is necessary to curtail certain behavior or limit use of an area, has the staff considered using psychological or natural barriers rather than imposing and enforcing legal restrictions?			
Wildlife/Wildland Observation			
III.B.11. Does the station provide plant and wildlife identification information?			
III.B.12. Do wildlife/wildlands trails go through areas that show a variety of wildlife and habitats?			
III.B.13. Are wildlife/wildlands observation trails provided in varying lengths and endurance requirements?			

What is "recreational" for one person may or not be recreational for another. And any single recreational activity can satisfy several different needs for an individual--needs which may be quite different from the needs the activity satisfies for another person. For example, picnicking can be pursued as a means to be outdoors or as a social experience. Hunting may provide a challenge as well as a way to enjoy nature; it may also provide a means to socialize with friends. The types of people using the station (III.B.1-7)must be considered in deciding which activities to allow and how to maintain favorable relationships with the public.

III.B.10. Experiencing relaxation or change in daily routine and responsibility or experiencing something new and different is recreational for some people. Flexible scheduling, opportunities for spontaneity, and unobtrusive regulations contribute to the recreational experience. Certain activities must be prohibited at field stations, but regulating against certain behavior may be the worst way to accomplish your objective. Interpreting the reasons why certain behavior is discouraged is often more effective and less expensive than prohibiting the activity and then enforcing the regulation; it also improves the recreational experience.

III.B.11-13. Many people find recreation in being in outdoor settings and being close to nature. Simply providing a way to "see" or experience nature at the station is all that is necessary for this type of recreation; however other facilities and programs can improve the experience. Wildlife observation and hunting may fit in this category as well as camping, picnicking, and hiking.

	YES	NO	NA
III.B.14. Are observation blinds/points provided so visitors can better view wildlife?			
III.B.15. Are wildlife/wildlands observation areas designed or selected to provide visitors a high quality wildlife/wildlands observation experience?			
III.B.16. Does the station allow public access to areas of the site which are representative of the natural resources of the station?			
III.B.17. Is the station open to the public early enough in the morning and late enough in the evening to take advantage of peak viewing hours of wildlife activity?			
III.A.18. Is the natural landscape as much in evidence as possible at sites for activities such as camping, picnicking?			
III.A.19. Are photography, sketching, and painting encouraged as aids to observing wildlife?			
III.B.20. Are interpretive media available at appropriate locations to aid in identification and appreciation of the station's wildlife/wildlands?			
III.B.21. Are visitors instructed in procedures to follow to increase their chances of seeing wildlife?			
III.B.22. Is the challenge of seeing or hearing some species of wildlife emphasized?			
Hunting			
III.B.23. Is hunting permitted?			
If the answer to II.B.23 was "no," proceed to III.B.32.			
Is interpretive or informational material provided that addresses:			
III.B.24. —the regulatory nature of hunting?			
III.B.25. —the ethics of hunting?			
III.B.26. Has the staff considered how hunting activities affect the wildlife observation experience and made adjustments necessary to insure the quality of both hunting and wildlife observation?			
III.B.27. Have conflicts between hunting and nonhunting uses of an area been reduced or eliminated by zoning, facility location, or other regulations?			
III.B.28. Was aesthetics considered in selecting areas that are set aside for hunting?			
III.B.29. Has the staff considered how the quantity of hunters affects the hunting experience?			

III.B.22. For some people the challenge of achieving the extraordinary, of exceeding normal limits regardless of the physical or mental strain involved, is a recreational experience. When appropriate to wildlife/wildlands protection, this type of recreation could be "offered" just by communicating the skill-level, etc. needed to view a particular species.

	YES	NO	NA
III.B.30. Have appropriate controls been enforced to limit numbers of hunters (if needed)?			
III.B.31. Does the public use or hunt plan provide for hunter education or orientation?			
Camping			
III.B.32. Are camping areas provided?			
If the answer to III.B.32 was "no," proceed to III.B.35.			
III.B.33. Are individual campsites designated?			
III.B.34. Are natural barriers provided between camp sites?			
Fishing			
III.B.35. Is fishing permitted?			
If the answer to III.B.35 was "no," proceed to III.C.			
III.B.36. Are fishermen provided information on species identification or description?			
III.B.37. Has the staff considered how the quantity of fishermen affects the fishing experience?			
III.B.38. Have appropriate controls been enforced to limit numbers of fishermen, if needed?			

STANDARD IILC.
Field station sites and facilities must be developed and maintained to insure the safety of the visitor.

—explanation—
Accidents or illness will destroy the recreational or educational experience. Local and state laws governing safety regulations must be observed; natural safety hazards must be identified and necessary precautions taken; and equipment and facilities must be maintained to insure visitor and employee safety. These preparations will prevent lawsuits and help insure good public relations.

		YES	NO	NA
IILC.1.	Have natural safety hazards been identified, sited on base maps, and their severity appraised?			
IILC.2.	Have safety hazards in public buildings and other manmade features been identified and their severity appraised?			
IILC.3.	Have safety procedures and safety monitoring techniques been identified in a safety plan, or the I & R (or master) plan?			
	Have safety features been incorporated in the development, management, and operation of:			
IILC.4.	--auto tour routes?			
IILC.5.	--picnic sites and facilities?			
IILC.6.	--swimming beaches or areas?			
IILC.7.	--visitor overlooks (towers, etc.)?			
IILC.8.	--boating and fishing docks?			
IILC.9.	--hunting blinds?			
IILC.10.	--hunting areas?			
IILC.11.	--parking lots?			
IILC.12.	--walking or bicycle trails?			
IILC.13.	--visitor center?			
IILC.14.	--waterways?			
IILC.15.	Are law enforcement and regulatory responsibilities handled by qualified, trained personnel?			
IILC.16.	Are some personnel trained in first aid techniques?			
IILC.17.	Is the number of staff trained in first aid appropriate to the visitor use level?			
IILC.18.	Are first aid supplies and equipment appropriate for visitor use levels?			

Program Information

PROGRAM OBJECTIVE	● Communicate basic information about programs, facilities, and activities affecting fish and wildlife
AUDIENCE	● General Public

STANDARD IV.A.
Basic information about field station programs, facilities, and activities available to the public should be communicated using a variety of methods.

--explanation--
Any major decision involving public lands and monies demands involvement and input from the public. The public must also be informed about public use programs on the field station. The I & R Program Management Document states that "The public will be provided opportunity to become involved in the decision-making process concerning major I & R activities and plans; public involvement efforts will be coordinated with the Executive Direction Program and Public Affairs." The Service is also responsible for keeping the public informed about the final decisions. There should be opportunity for public involvement in each step of the planning process, beginning in the earliest inventory and analysis stages.

	YES	NO	NA	
Public Involvement				
IV.A.1. Has the station sought public involvement in management decisions within the last five years?				
If the answer to IV.A.1 was "no," proceed to IV.A.11.				
IV.A.2. Has a procedure been identified for seeking public involvement?				
IV.A.3. When seeking public involvement in management decisions, are clearly defined objectives written for that involvement?				IV.A.3. Realistic description reduces the potential for false expectations or misunderstandings.
IV.A.4. Does the staff define the "public" whose involvement is sought?				IV.A.4-5. Avoid claims of favoritism by securing views of all potentially affected interests.
IV.A.5. Does the public sought include supporters and critics?				
IV.A.6. Are notices of public involvement activities publicized through a variety of media?				IV.A.6. For example, posters, news releases, contact with public interest groups, public service announcements on television and radio, school district newsletters, or word-of-mouth campaigns.
IV.A.7. Is there adequate lead time for these announcements?				
IV.A.8. Is feedback on results of public input provided to the public?				
IV.A.9. Are minutes or other records available of public involvement activities?				
IV.A.10. Have the opinions of station visitors been sought on their assessment of the present I & R Program and what additional activities or opportunities are desired?				
Program Information				
IV.A.11. Are station identification signs posted at all official public entrances to the station?				Criteria IV.A.11-31 deal with informing the public about field station opportunities. The Program should be promoted through a variety of methods and in a consistent manner to insure widespread dissemination of the information. Promotion may be accomplished by many methods such as news releases, bulletin boards, posters, flyers, word-of-mouth, and personal contact by the FWS staff through existing FWS programs.
IV.A.12. Is the name of the station and the U.S. Fish and Wildlife Service accurately identified on the entrance sign(s)?				
IV.A.13. Are visitors informed of what opportunities are available to them on the field station?				
IV.A.14. Are visitors informed of what to expect from specific opportunities at the station?				

	YES	NO	NA
IV.A.15. Are visitors informed of what is expected of them as visitors (e.g. acceptable activities, etc.)?			
IV.A.16. Do signs or informational brochures warn of potential safety hazards at the field station?			
IV.A.17. Is orientation to the station available in some form whether or not FWS personnel are on duty?			
IV.A.18. Are maps or written directions for finding the field station included in station brochures that are distributed at off-station locations?			
IV.A.19. Is signing adequate for directing visitors to the station?			
IV.A.20. Is the field station accurately plotted on maps distributed by state or city tourism offices, auto clubs, highway department, etc.?			
IV.A.21. Is there a "welcome" on public entrance signs (or some indication that visitation is encouraged)?			
IV.A.22. Is a formal welcome to the station a part of every staff-led presentation?			
IV.A.23. Is some special effort made each year to invite the public to observe resource management procedures at the station (e.g. an open house, waterfowl week, etc.)?			
IV.A.24. Do personnel routinely promote station activities in speeches to civic groups and similar meetings with the public?			
IV.A.25. Is the public informed of changes in fish/wildlife populations or habitat conditions (e.g. news releases)?			
IV.A.26. Are scheduled activities promoted at least two weeks in advance?			
IV.A.27. Is the regular I & R Program consistently promoted by providing information in the same locations and with approximately the same lead time?			
IV.A.28. Is a variety of methods used to promote participation in and awareness of the I & R Program?			
IV.A.29. Are youth, public service, or special interest groups informed of educational or recreational opportunities at the field station?			
IV.A.30. Are local schools informed of Outdoor Classroom opportunities, teacher workshops in EE, and other opportunities for assistance in EE off site?			
IV.A.31. Are current brochures on station recreation and interpretive activities available in such places as area tourist information centers, sporting foods stores, lodging facilities, and auto club offices?			

IV.A.18-19. If staff hear frequent complaints or if many calls are received requesting directions to the station, it may indicate that directions in brochures are not clear or signs too few or improperly located.

IV.A.29-30. For example, letters to principals/teachers, descriptive brochures, schedules of opportunities, and so on.

Dedicated Areas

GOAL	● Contribute to the heritage of all Americans through the preservation and management of cultural, historic, and archeological resources, wilderness and other areas
AUDIENCE	● Varies with area
PROGRAM OBJECTIVE	● Preserve and in some cases make available for public use a wide range of historic and natural sites

STANDARD V.A.
The I & R Program should: manage, preserve, and maintain all existing dedicated sites and objects on Service lands; preserve information inherent in cultural, historical, archeological, and paleontological properties found on Service lands but not preserved on site; and administer historic and archeological properties under the Service's jurisdiction that are listed in or eligible for listing in the National Register.

--explanation--
By law and Executive order the Service is charged with responsibilities to protect and manage several categories of sites and land, the primary purposes of which, in all cases, are not protection or production of fish and wildlife. They include wilderness areas; historic sites and objects; archaeological sites and objects; research natural areas; national natural landmarks; wild and scenic rivers; national trails; public use natural areas; biosphere reserves; and other designated areas.

		YES	NO	NA
V.A.1.	Has the use of dedicated areas been considered in planning educational or recreational activities?			
V.A.2.	Have plans been implemented for making dedicated areas available to the public for education or enjoyment, where such use is consistent with management objectives?			
V.A.3.	Have programs to identify those resources that may require protection as dedicated areas been initiated?			
V.A.4.	Has a survey been conducted by a professional archeologist or historian (as appropriate) to identify sites and objects?			
V.A.5.	Have arrangements been made for the protection of those areas?			
V.A.6.	Have the guidelines for cultural resource management been reviewed and applied to the I & R or master plan?			
V.A.7.	Does the cultural resource management plan detail actions necessary for the conservation, stabilization, preservation, or restoration of sites, structures, buildings, and objects?			
V.A.8.	Does the cultural resource management plan consider a variety of sources of expertise for surveys, histories, curation, and so on as appropriate?			
V.A.9.	Does the station's public use plan include the preparation of a cultural resource management plan consistent with FWS guidelines?			
V.A.10.	Has an archeological and historic resource survey been included as part of any construction or development project?			
V.A.11.	Have those properties (districts, buildings, structures, sites, and objects) eligible for listing in the National Register of Historic Places actually been nominated?			
V.A.12.	Has the Archaeological Resources Protection Act (ARPA) of 1979 (and its implementing regulations) been reviewed to assure appropriate protection of archeological resources?			
V.A.13.	Does the station's public use plan require acquisition of an Antiquities Permit as well as a Special Use Permit prior to any archeological or paleontological research?			
V.A.14.	Is the public fully informed at every station that in accor-			

		YES	NO	NA
	dance with the ARPA of 1979, 1906 Antiquities Act, and Service policy, no archeological or paleontological specimens may be collected?			
V.A.15.	Is the public fully informed at every station that inadvertent or intentional destruction of any part of an archeological site could be considered either a civil or criminal violation of the law?			
V.A.16.	Have past and recent instances of vandalism been identified and damage assessed in a written summary?			
V.A.17.	Is the station's personnel aware of the Service's law enforcement responsibilities in protecting archeological and paleontological resources?			
V.A.18.	Does the public use plan provide for visitor education and orientation regarding the environmental role of any protection afforded historic and archeological resources?			
V.A.19.	Does the station regularly check with the Regional Historic Preservation Officer to inform this official of new historic, archeological, and paleontological finds or of threatening conditions which may affect these resources?			
V.A.20.	Does the station regularly review with the Regional Historic Preservation Officer to develop policies and guidelines regarding management of historic and archeological resources?			
V.A.21.	Are archeological sites checked periodically to insure against threats from erosion, vandalism, grazing, tree root systems, rodent burrowing activity, cultivation or other impacts?			
V.A.22.	Are Public Use Natural Area (PUNA) boundaries appropriately marked and recorded to insure integrity of the area? (refuges only)			
V.A.23.	Are recreational uses of PUNAs compatible with established objectives? (Refuges only)			
V.A.24.	Is the existence of a PUNA made known to the general public and professional groups interested in research or education? (Refuges only)			
V.A.25.	Are Research Natural Areas protected from any influence that could alter or disrupt the characteristic phenomena for which the area was established?			
V.A.26.	Has a natural area management plan been prepared that is compatible with established station objectives?			
V.A.27.	Has a wilderness management plan been prepared, if applicable?			
V.A.28.	Does the plan include a detailed account of permitted activities and how they will be managed (including prescribed burning; wildlife inventories; wildlife facilities; animal damage control; grazing; and weed, insect, and disease control)?			

GLOSSARY OF TERMS

Dedicated Areas: Areas set aside by law or administrative action for specific restricted purposes. Examples include historic sites, wilderness areas, research natural areas, biosphere reserves, recreational trails, etc.

Environmental Education: The process of integrating environmental concepts and concerns into the educational activities of the Service. The purpose of these educational activities is to promote an awareness of the basic ecological foundations for the inter-relationships between the human world and the natural systems of which society is a part. The primary goals of the environmental education effort in the Fish and Wildlife Service are to motivate citizens to conserve and enhance our fish and wildlife resources through active involvement in the decision-making process and to understand the role of management in the maintenance of healthy ecosystems.

The Service engages in many educational activities. Program information, interpretation, outdoor classrooms, and educational assistance are all activities dealing with education. When these activities address environmental concerns, incorporate basic ecological concepts, and focus on man's role in the ecosystem (as they should in most cases) they become forms of environmental education.

Interpretation: In the U.S. Fish and Wildlife Service, interpretation is an educational activity aimed at revealing relationships, examining systems, and exploring how the natural world and human activities are intertwined. A goal of interpretation is to stimulate additional interest and action. Interpretation is both educational and recreational in nature. That is, participants become involved in interpretive activities because these activities are enjoyable and in the process they also learn about the complex issues facing our fish and wildlife resources. First hand experience with the environment is emphasized, although audiovisual media, exhibits, demonstrations, and presentations are often advantageous and necessary components of the program.

Non-wildlife/Wildlands Recreation: Recreational activities which do not require wildlife or wildlands. Examples are waterskiing, swimming, camping, and so on.

Outdoor Classrooms: The use of Service lands (primarily by teacher-led groups) for structured educational activities. Examples of activities included in this work element are environmental investigations by school groups, activities by scouts related to conservation merit badges, etc. To be considered part of outdoor classroom activities, all three of the following have to be present: (1) The educational activity focuses on the natural environment and man's role in it; (2) the activity is formally structured within an approved course of study i.e., the reward for the student is a grade, merit badge, etc.; (3) the student is involved in a "hands on" field activity on Service lands.

Program: (When capitalized) Formal FWS Programs as defined in the Program Management System.

Program Information: The communication of basic information about programs, facilities, and activities affecting fish and wildlife. Examples are pamphlets, brochures, leaflets, television, radio, news releases, films, exhibits, etc.

Wildlife Interpretive Center: A self-contained unit or physical structure for the purpose of full-scale interpretation within a building using exhibits, displays, other media, and personnel.

Wildlife Interpretive Exhibit: A free-standing display usually limited in scope to a single environmental concept, principle, or management practice (but may include historic, archeologic, and scientific characteristics, so long as they are related to the above.

Wildlife Trail: A wildlife trail relates the natural environment to the wildlife resource to present a composite story evolving about the total community of life rather than a disassociated flower-rock-bird-soil picture. Items or objects displayed and interpreted must be related to wildlife, rather than broadly related to nature in general. The wildlife trail is developed in order to relate to the visitor--wildlife--and its significance to him/her. All objects which are interpreted will be from the standpoint of their relationships to wildlife, rather than as they stand alone.

Wildlife Trail, Conducted: With or without signs, leaflets, and/or electronic interpretive devices, specialized personnel conduct visitors on a trail to increase their understanding and appreciation of wildlife, wildlands, or environmental relationships.

Wildlife Trail, Self-Guiding: A self-guided designated trail, regardless of length, that affords the visitor an opportunity to increase his understanding and appreciation of wildlife and wildlands through various interpretive media. (Includes foot, canoe, and boat.) Media may include signs, leaflets, and/or electronic devices.

Wildlife/Wildlands Recreation: Enjoyable and relaxing activities which require fish, wildlife, or wildlands, pursued voluntarily during the leisuretime of the participant. This element includes hunting, fishing, wildlife observation, berry picking, hiking, nature photography, etc.